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ABSTRACT

The purpose of this guide is to help teach secondary school students about democracy in Latin America. Lesson 1 covers "Definitions of Democracy," and instructs students to compare and create such definitions. Lesson 2," The Importance of a Democratic Tradition," uses flow charts to enable students to understand and describe how governments in Latin America have been affected by the democratic tradition. Lesson 3, "Social Classes and Democracy," employs student groups and panel discussion to teach about problems and objectives of Latin American social groups and their impact on democracy. Lesson 4, "Economics and Democracy," gives students experience in conducting a survey, analyzing and comparing data, and drawing conclusions from collected data. Lesson 5, "Human Rights," uses student lists of basic rights, the Universal Declaration of Human Rights, and interview results to teach about human rights. Lesson 6, "Democracy on the Rise in Latin America," emphasizes map skills and almanacs to teach about the development of democracy and changes in forms of government in Latin America. In Lesson 7, "What Future for Democracy in Latin America?" students discuss and draw conclusions about U.S. intervention in Latin American affairs. The appendix consists of a pre-test and a "Lesson Assessment Sheet." (AS)

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Reinforcing Democracy in the Americas

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THE
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LESSONS FOR TEACHING ABOUT

LATIN AMERICA

Mary Teague Mason

GWINNETT COUNTY PUBLIC SCHOOLS

THE
CARTER CENTER
OF EMORY UNIVERSITY

Preface

LATIN AMERICA

In November of 1986 the Carter Center in Atlanta, Georgia hosted a conference entitled "Reinforcing Democracy in the Americas." The conference was co-convened by former Presidents Jimmy Carter and Gerald Ford and was attended by current and former heads of state and other diplomats from most countries in the Western Hemisphere. Since 1986, the Carter Center has continued to host conferences and open discussions among these nations. Through this group of diplomats, the United States now has increased the number of Latin American students in our colleges and universities, and Carter and others have supervised elections in Panama and Nicaragua.

Special thanks are given to Dr. Robert Pastor, Fellow of Latin American Studies at the Carter Center, for his intense desire to see democracy established in all Latin American nations and for his patience in teaching me a fraction of his vast knowledge of this region of the world.

Thanks also to former President and Mrs. Carter who invite educators to attend conferences, free of charge, at the Carter Center, and who continue to support education all over the world.

Thanks to Glen Blankenship, social studies coordinator, for Gwinnett County Public Schools, who nominated me to attend the conference and who encouraged me to write these lessons.

Mary T. Mason
Social Studies Consultant
Gwinnett County Public Schools

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OBJECTIVES TESTED ON GEMS
WORLD GEOGRAPHY
SS 186

Map Skills

GOAL: The students will be able to use maps to locate social studies information.

TOPIC 1 - LOCATION AND DIRECTION

Objective 1 - Use cardinal and intermediate directions
Objective 2 - Identify cultural and natural features on the earth
Objective 3 - Use latitude and longitude to find locations
Objective 4 - Identify time zones in various parts of the earth

TOPIC 2 - SYMBOLS AND LEGENDS

Objective 5 - Use map keys on resource, product, physical, political, and economic maps
Objective 6 - Use map scales

Information Processing

GOAL: The students will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solving problems/making decisions about social studies problems and issues.

TOPIC 3 - RECOGNIZE AND STATE PROBLEMS

Objective 7 - Identify central issues or problems
Objective 8 - Compare similarities and differences
Objective 9 - Formulate appropriate questions

TOPIC 4 - LOCATE INFORMATION

Objective 10 - Identify social studies reference resources to use for a specific purpose

TOPIC 5 - INTERPRET GRAPHIC AIDS

Objective 11 - Use graphs/diagrams
Objective 12 - Use charts/tables

TOPIC 6 - EVALUATE INFORMATION

Objective 13 - Distinguish between fact and opinion
Objective 14 - Determine the adequacy and/or relevancy of information
Objective 15 - Draw conclusions/make generalizations

LATIN AMERICA

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson One: What is Democracy? .Political Science .Citizenship .World History .International Studies Grade Level 9,10,11,12	.Information Processing .Social Participation . Map Skills	Students will be able to: . Compare different definitions of democracy . Create a definition of democracy . Read and find the main idea of a news article. . Compare the definition of democracy to real current events	8 14 15	. Handout #1 "Definitions of Democracy" . Copies of articles. (See attached bibliography)	. Divide students into six groups and distribute Handout #1 to each group. Have students discuss the different definitions. (You may choose to do this as an individual activity.) . Create a group definition of democracy. . Give each group a recent article on Latin America. Have the group complete the following activities using their article. 1. What country is the article about? Be able to locate that country on a map. (use atlas in textbook) 2. Give the main idea of the article. 3. What concepts of democracy or lack of democracy are represented in the article? 4. How does this representation of democracy compare to your definition of democracy? 5. How does your definition of democracy relate to the United States? . Have each group present its definition and its article to the class.	. Definition of democracy. . Collect and evaluate the activities dealing with the articles.

Lesson One - What is Democracy?

DEFINITIONS OF DEMOCRACY

These definitions came from participants in the conference on "Democracy in the Americas" sponsored by the Carter Center in Atlanta, Georgia. Most of the definitions are paraphrased from the speeches presented by the distinguished guests.

1. "Democracy...its most powerful collective decision-makers are selected through periodic elections in which candidates freely compete for voters and in which virtually all the adult population is eligible to vote...two dimensions: contestation and participation." Samuel P. Huntington, Eaton Professor of the Science of Government and Director of the Center for International Affairs at Harvard University.

2. "Democracy is a means not at end." Daniel Oduber, Former President of Costa Rica.

3. "Democracy is the choice of the majority will of the people, freely elected." George Price, first Prime Minister of Belize.

4. "Democracy equals self-determination and independence." Sergio Ramirez Mecado, Vice President of Nicaragua.

5. "The essence of democracy is that it permits peaceful change, not stability." Robert Pastor, Professor of Political Science at Emory University.

Bibliography

Possible articles to use with the groups.

"The Initiative That Wasn't." Newsweek, 1 December 1986.

"Hart's Voodo Witch Hunt." Newsweek, 26 May 1986.

"A General's Secret Life." Newsweek, 23 June 1986.

"They Called an Election, But Nobody Came" - Haiti. Newsweek, 1 February 1988

"Drugs, Money and Death" - Panama. Newsweek, 15 February 1988.

"Where Cocaine is King" - Columbia. Newsweek, 29 February 1988.

"Nicaragua: Ortega Blinks." Newsweek, 25 January 1988.

"Police on the Take" - Mexico. Time, 7 March 1988.

"Murders Most Foul" - Honduras. Time, 1 February 1988.

"Juanta's Choice" - Haiti. Time, 1 February 1988.

Check local newspapers and other magazines to keep articles up to date.

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Two: The Importance of a Democractic Tradition .World History .International Studies Grade Level 10-12	.Information Processing	Students will be able to: . Interpret a flow chart. . List similarities and differences of democratic traditions in Latin America and the United States. . Write a paragraph describing how the democratic tradition in Latin America has affected the governments.	12 8 Unit 16.1 Unit 16.4	. Handout #1: Flow Chart of United States and Latin America . Handout #2: Chart on similarities and differences	1. Distribute handout #1 and handout #2 to the students. 2. Have students complete the chart on handout #2. Discuss. (You may choose to use a transparency.) 3. Have students write a paragraph describing how the democratic tradition in Latin America has affected the governments. Discuss.	. Check the similarities and differences chart. . Evaluate the written paragraphs.

Lesson Two - The Importance of a Democratic Tradition

Handout #1

UNITED STATES

England → **Philosophies** → **13 Colonies**

- .Constitutional Monarchy
- .Parliament
- .Trial by jury
- .Elections

- .Social Contract
- .Separation of powers
- .Equality of Men
- .Religious Freedom

- .Local assemblies
- .House of Burgesses
- .Strong Middle Class
- .Settlers brought families
- .Rich natural resources
- .Indians migrated west

↓

Revolutionary War

- .Fought against England
- .Freed all 13 colonies

→ **Colonies unified**

- .Articles of Confederation
- .State constitutions
- .Democracy/Republic

→ **Federal Constitution**

- .Bill of rights
- .Federal system
- .Separation of Powers

↓

No further intervention from England → **Industrialization**

- .Moderate to high standard of living

→ **Stable Government**

LATIN AMERICA

Spain and Portugal → **Philosophies** → **Colonies**

- .Absolute Monarchies
- .Trial by Judge
- .Weak legislatures
- .Religious restrictions

- .Constitutions
- .Self-rule
- .Social contract

- .No legislative Bodies
- .Massive class distinctions
- .Explorers did not bring their families
- .Indians conquered by the settlers
- .Rich natural resources

↓

Wars for Independence

- .Freed different colonies at different times
- .Aristocrats took the place of Spanish rule

→ **Colonies never Unified**

- .Social inequalities
- .Each country had its own Political and Economic System

→ **Intervention by Other Countries**

- .Spain
- .England
- .Germany
- .U.S.

↓

Lack of Industrialization

- .Most of countries are agricultural
- .Low standard of living

→ **Unstable Governments**

POLITICAL TRADITIONS

SIMILARITIES	DIFFERENCES

Write a paragraph describing how the development of government in Latin America has affected the growth of democracy.

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Three: Social Classes and Democracy .Geography .World History .International Studies Grade Level 10-12	.Information Processing .Social Skills	Students will be able to: . Identify circumstances when people might choose stability or food over freedom. . Review different forms of governments. . List major problems and objectives of a social group in Latin America. . Develop a type of government to meet the needs of a social group. . Formulate appropriate questions for other social groups. . Draw conclusions concerning the problems of social groups in Latin America and the effect of these problems on democracy.	 Unit 16 Unit 16 9 15	. Provide media center time or materials for research, if needed. . Handout #1: List of forms of government. . Handout #2: Activities for each group.	. Ask students what seems to be the most important: Freedom or stability? Use examples from history American Revolution--Democracy (Freedom) French Revolution--Napoleon (Stability) . Ask students what seems to be the most important: Freedom or Food? Use examples from the present: African nations Chinese Communist Latin American nations . Discuss circumstances when students might choose stability or food over freedom. Use this to introduce the problems of governments in Latin America. . Divide the class into six groups. Each group should represent one of the following people in Latin America: Farmer Market Owner Aristocrat/Land Owner American Businessman in Latin America Military leader Catholic Priest (The teacher may choose to restrict this to one country.)	. Evaluate participation in the group and the completion of the tasks. . Extra credit for panel participants. . Collect and evaluate individual papers.

(continued)

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES The student will be able to:	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Three: Social Classes and Democracy (Continued)					. Distribute list of the forms of governments to each group. Handout #1 (You may need to discuss these.) . Provide reference sources or media center time so that each group can complete the activities for their "person." . Distribute handout #2 and give each group as much time as needed. . Prepare a panel situation with chairs for each social group representative. Let one person from each group represent "the person." Have a panel discussion where the people will ask each other questions. Discuss the conflicts in the forms of government that would best benefit each group. . Have each individual student write a short paper concerning the problems of social groups in Latin America and the effect of those problems on democracy. . Remind students that the U.S. has many different social groups and that democracy has worked very well. Discuss.	

Lesson Three - Social Classes and Democracy

Handout #1 - LIST OF POSSIBLE FORMS OF GOVERNMENTS

Monarchy - rule by a king or a queen

Constitutional Monarchy - government where the powers of the monarch are limited by a constitution and usually shared with a legislative body.

Dictatorship - rule by one person with total power.

Oligarchy - rule by a few usually the rich or the military.

Pure Democracy - government where all people make all of the decisions of government.

Republic - government where the citizens elect people to represent their views - representative democracy.

Socialist Dictatorship - where ownership, management and control of means of production is controlled by the government on behalf of the people.

Socialist Republic - where people vote to have a socialist government.

Pure Communism - where all people own all property jointly.

Names of people in the group:

_____
_____
_____
_____
_____
_____

Lesson Three - SOCIAL CLASSES AND DEMOCRACY

Handout #2

The class has been divided into 6 groups. Each group will represent one of the following people in Latin America:

Farmer
Aristocrat/Land Owner
American Businessman in Latin America
Military Leader
Catholic Priest
Cocaine Dealer

Your group will be the _____.
Choose a leader _____ (name) and a recorder _____ (name).

Using reference materials, if needed, complete each of the following for your person and his/her social group.

a. Problems: economic and social

b. Objectives: goals to be accomplished in the future

c. What demands would your "person" place on a government? What would they expect a government to do for them?

d. What kind of government would best help your person solve his/her problems and meet the stated objectives. Create a new type of government, if necessary.

e. Make-up four questions to ask the other "people" in the other groups about their problems, objectives, demands or type of government. Choose one member of your group to represent your "person."

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Four: Economics and Democracy .Geography .Economics .World History .International Studies .United States History Grade Level 9-12	.Information Processing	Students will be able to: . Conduct a survey. . Tally the data of their survey and construct graphs of the results. . Compare and contrast the results of their survey to other data. . Draw conclusions from the data collected.	10 11 8 15	. Handout #1: Survey Provide enough copies for each student to have 10. . Paper, compasses, calculators, transparency or poster board. . Handout #2: Copies of the graphs previously constructed. . Handout #3 Questions to compare graphics	. Distribute one copy of handout #1, Survey of Latin American Debt. Have students complete the survey. . Distribute copies of the graphs. (Handout #2) During class time, allow students to combine the results of their own surveys and plot the results of the class on the space provided on the original graphs. (Handout #2) . Distribute Handout #3. . Have students answer the questions. Discuss.	. Evaluate for participation in the survey and construction of individual graphs. . Class participation . Questions from handout #3

Lesson Four: ECONOMICS AND DEMOCRACY

Handout #1 - Survey

LATIN AMERICAN DEBT

Age: 19 and under_____ 40 to 49_____

20 to 29_____ 50 and over_____

30 to 39_____

Do you feel it is the responsibility of the United States to continue to financially aid our Latin American neighbors in decreasing their national debt?

Yes_____ No_____

Which of the following do you feel would be best solution to help these Latin American countries decrease their deficit?

_____Asking U.S. banks to extend the date loans are due.

_____Have the U.S. government increase economic aid to these nations.

_____Have the U.S. government pay off loans due to U.S. banks and then renegotiate terms of these new government-backed loans with the affected nations.

_____Encouraging U.S. companies to locate factories in the affected nations to increase industry.

_____Asking private industries to pay off the debt for these nations.

_____Refuse to give more assistance, and call in loans.

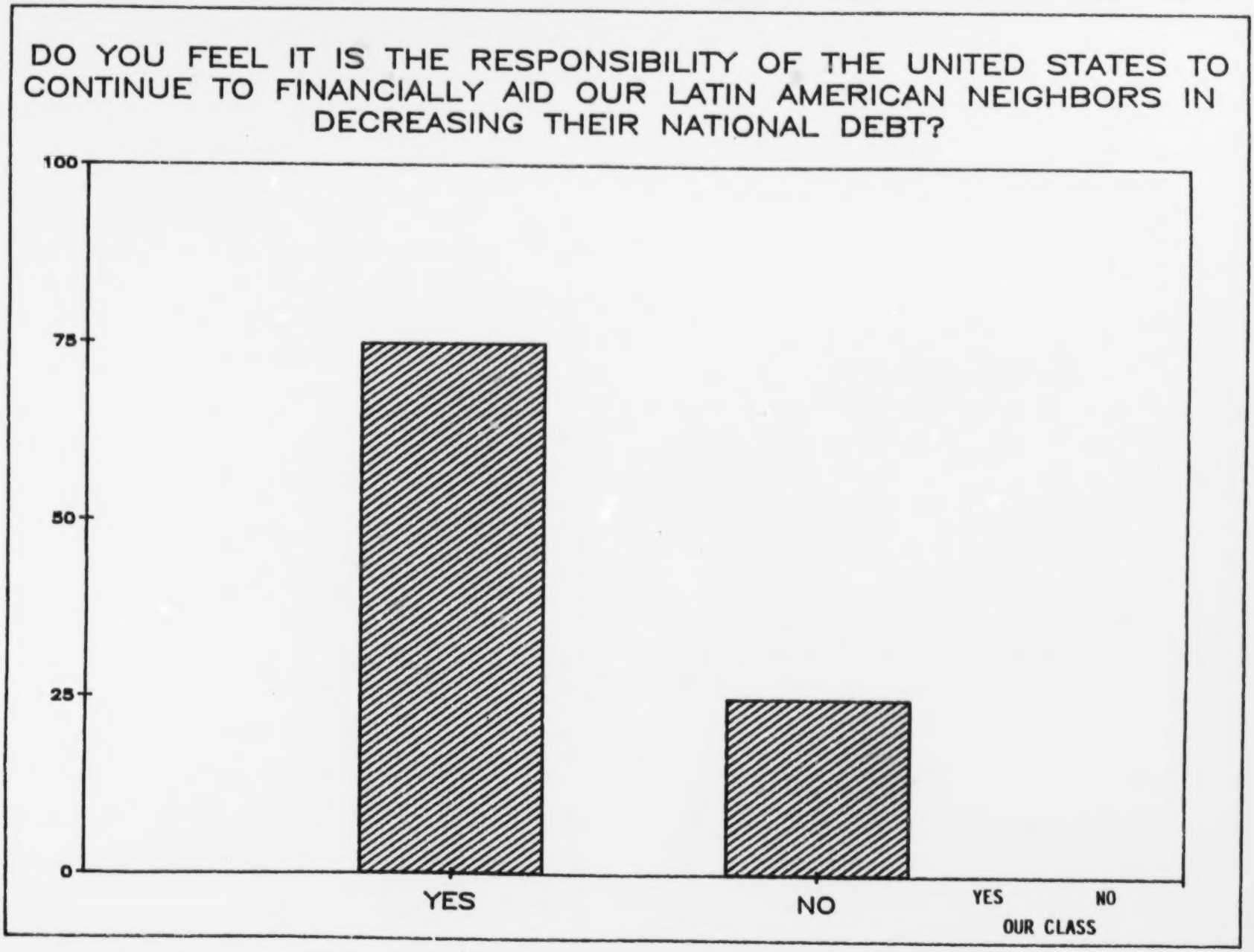
_____Other (please specify)_____

_____

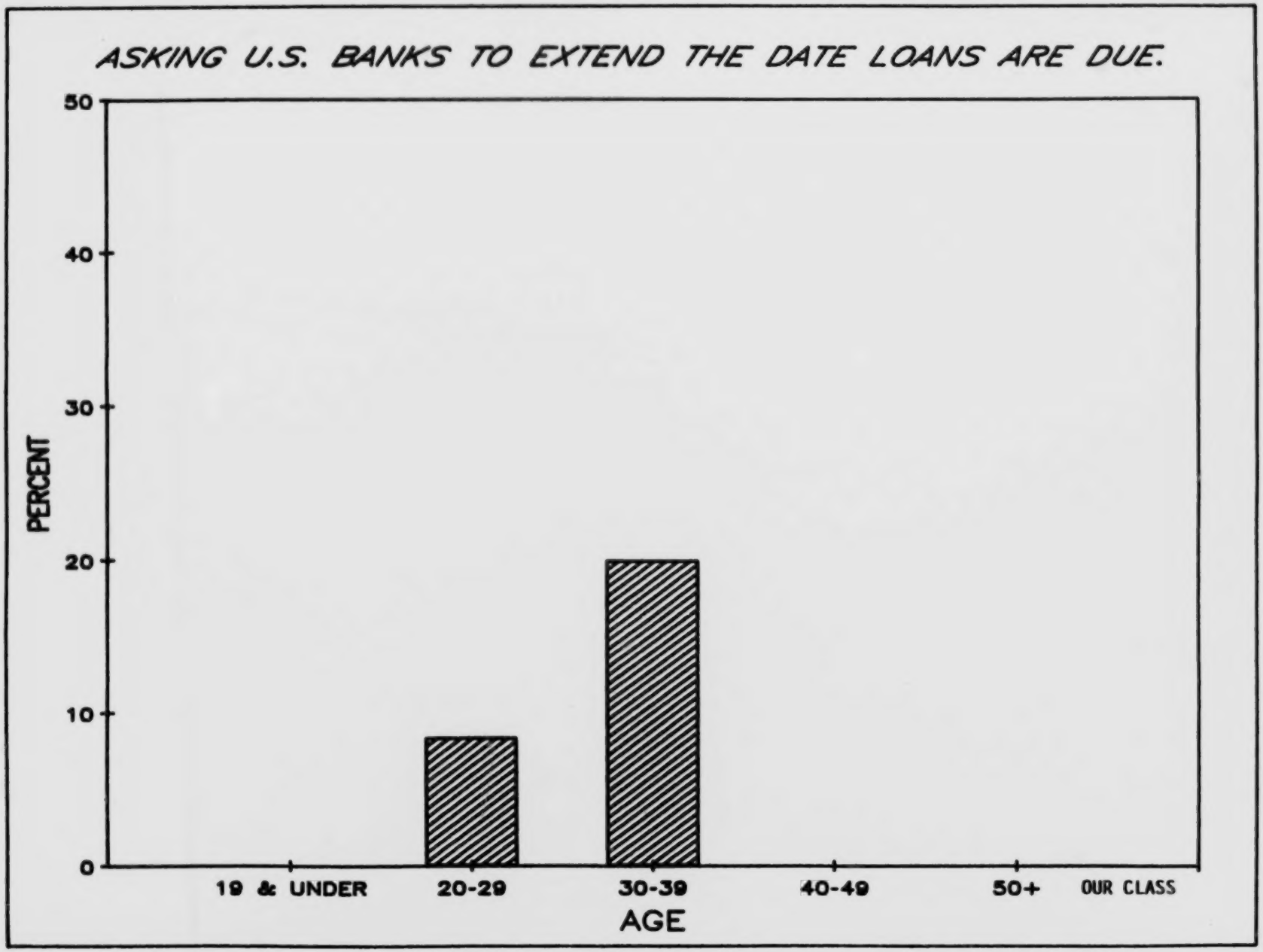
Are you a federal taxpayer? If yes, would you be willing to pay more income tax to assist these nations?

Additional Comments:

This survey and the attached graphics were developed by Michelle Rader and Kevin Meeks, students at Central Gwinnett High School in Lawrenceville, Georgia. The survey was part of a Social Studies Fair project.


DO YOU FEEL IT IS THE RESPONSIBILITY OF THE UNITED STATES TO CONTINUE TO FINANCIALLY AID OUR LATIN AMERICAN NEIGHBORS IN DECREASING THEIR NATIONAL DEBT?
100
75
50
25
0
YES
NO
YES
NO
OUR CLASS

13


ASKING U.S. BANKS TO EXTEND THE DATE LOANS ARE DUE.
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PERCENT
19 & UNDER
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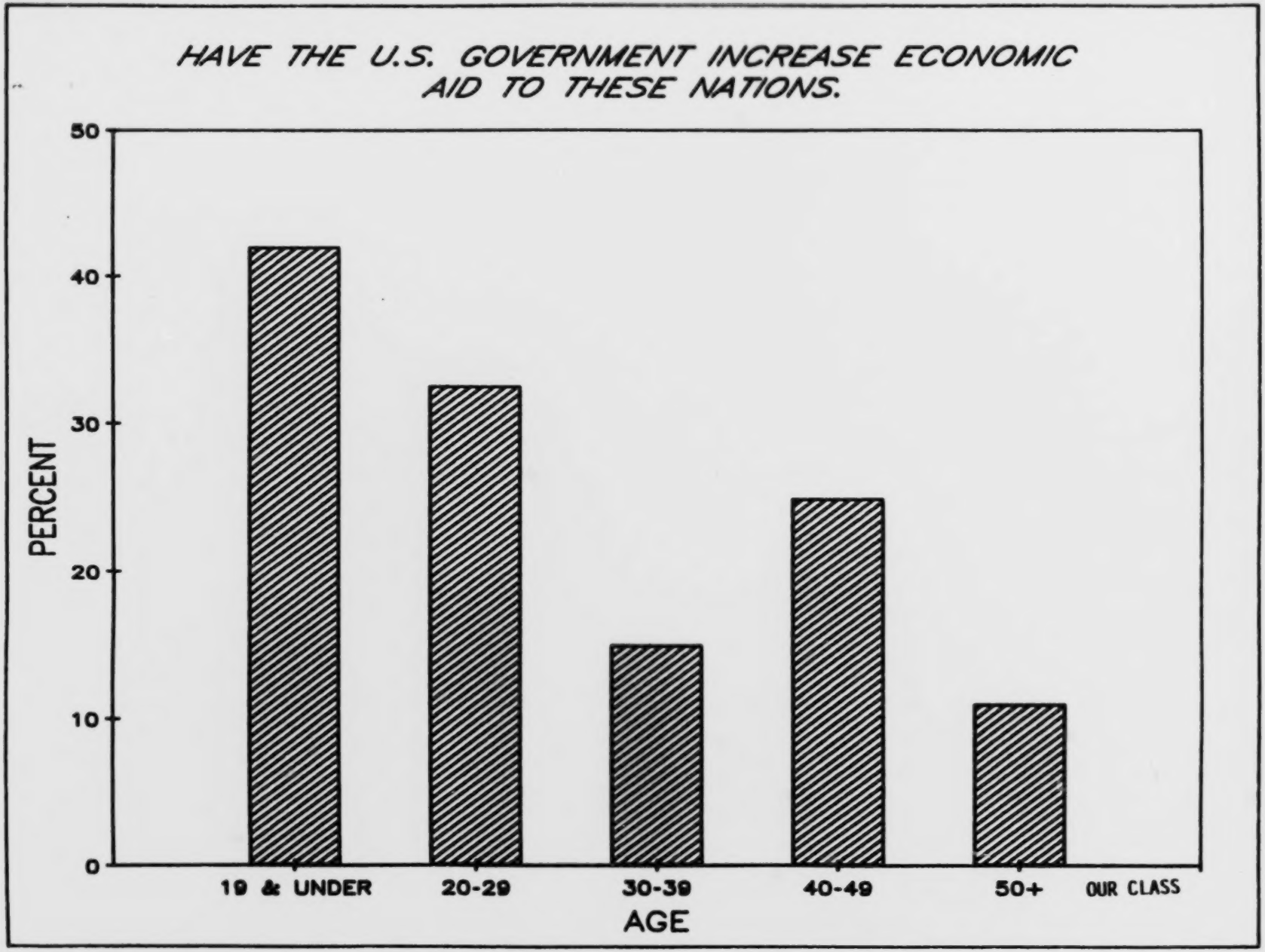
50+
OUR CLASS
AGE


HAVE THE U.S. GOVERNMENT INCREASE ECONOMIC AID TO THESE NATIONS.
50
40
30
20
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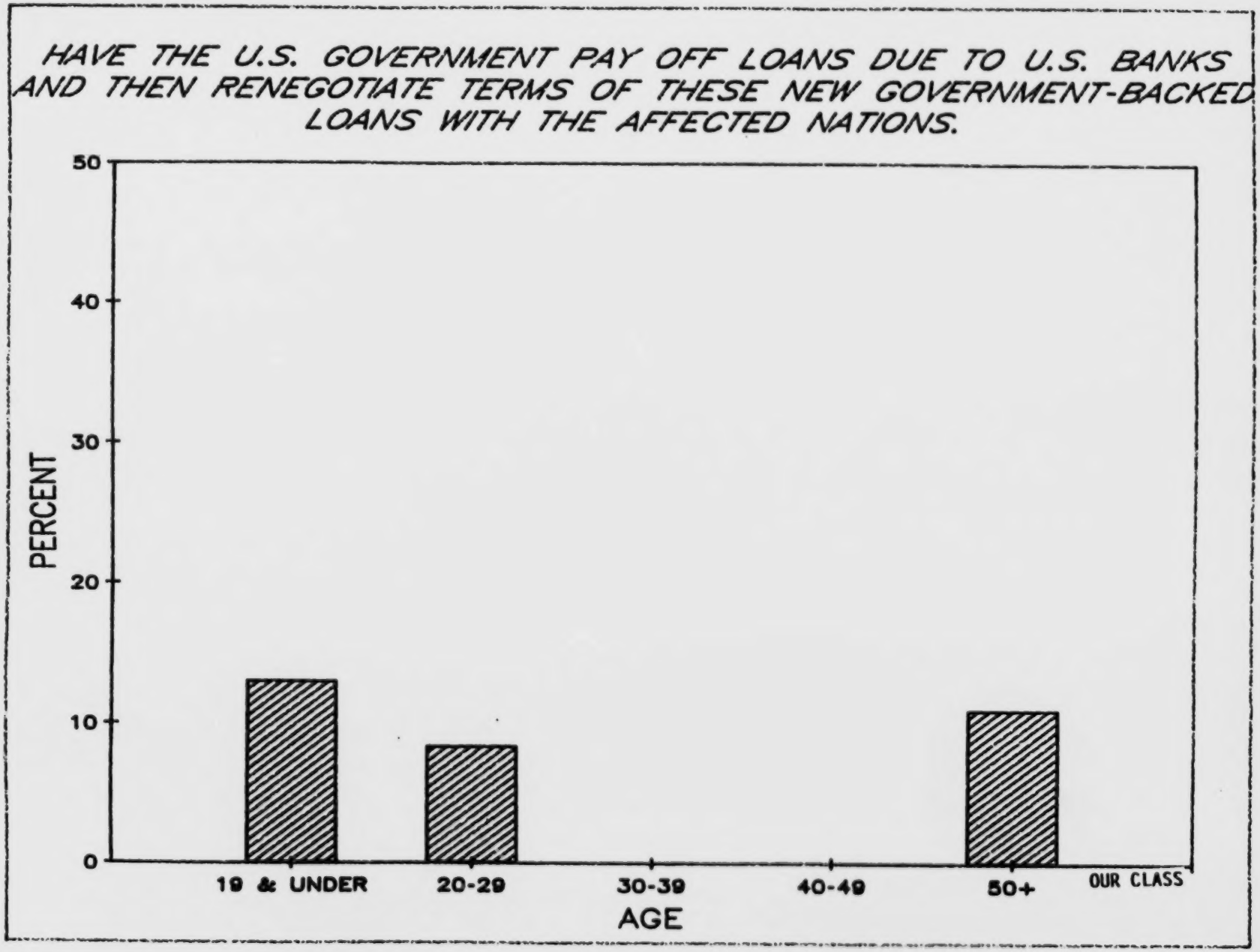
0
PERCENT
19 & UNDER
20-29
30-39
40-49
50+
OUR CLASS
AGE

15


HAVE THE U.S. GOVERNMENT PAY OFF LOANS DUE TO U.S. BANKS AND THEN RENEGOTIATE TERMS OF THESE NEW GOVERNMENT-BACKED LOANS WITH THE AFFECTED NATIONS.
50
40
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20
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PERCENT
19 & UNDER
20-29
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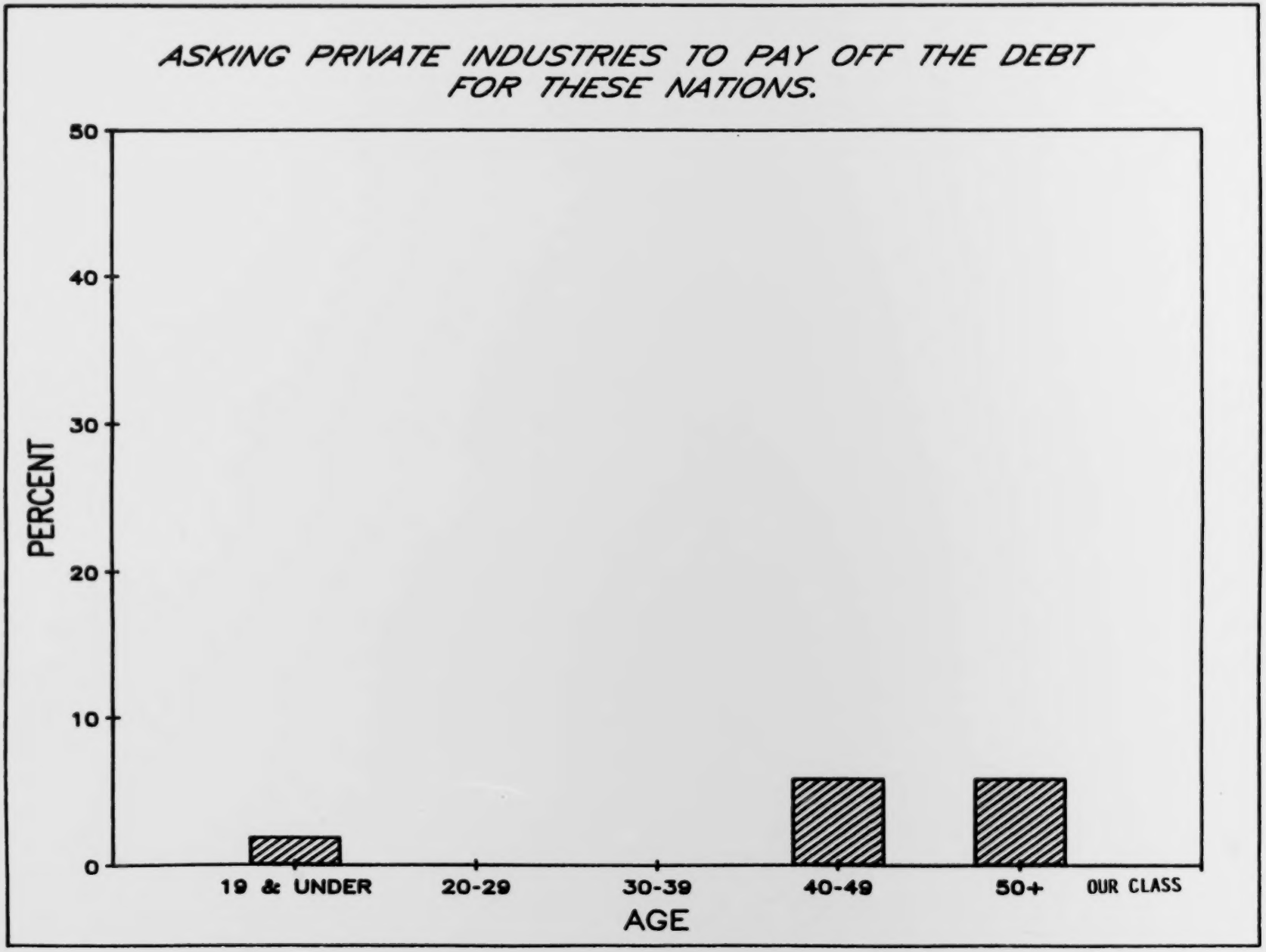
40-49
50+
OUR CLASS
AGE

16


ASKING PRIVATE INDUSTRIES TO PAY OFF THE DEBT FOR THESE NATIONS.
50
40
30
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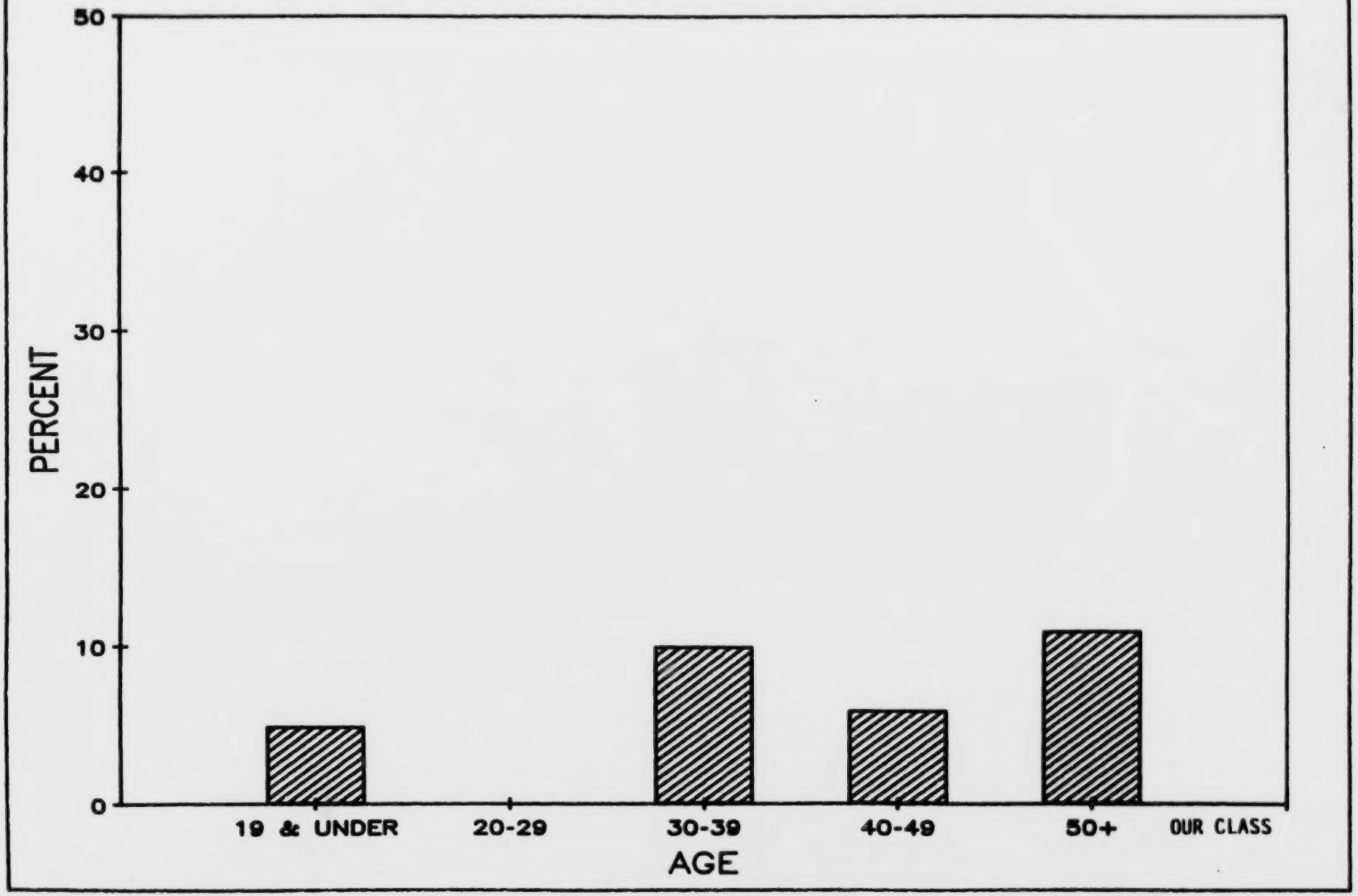
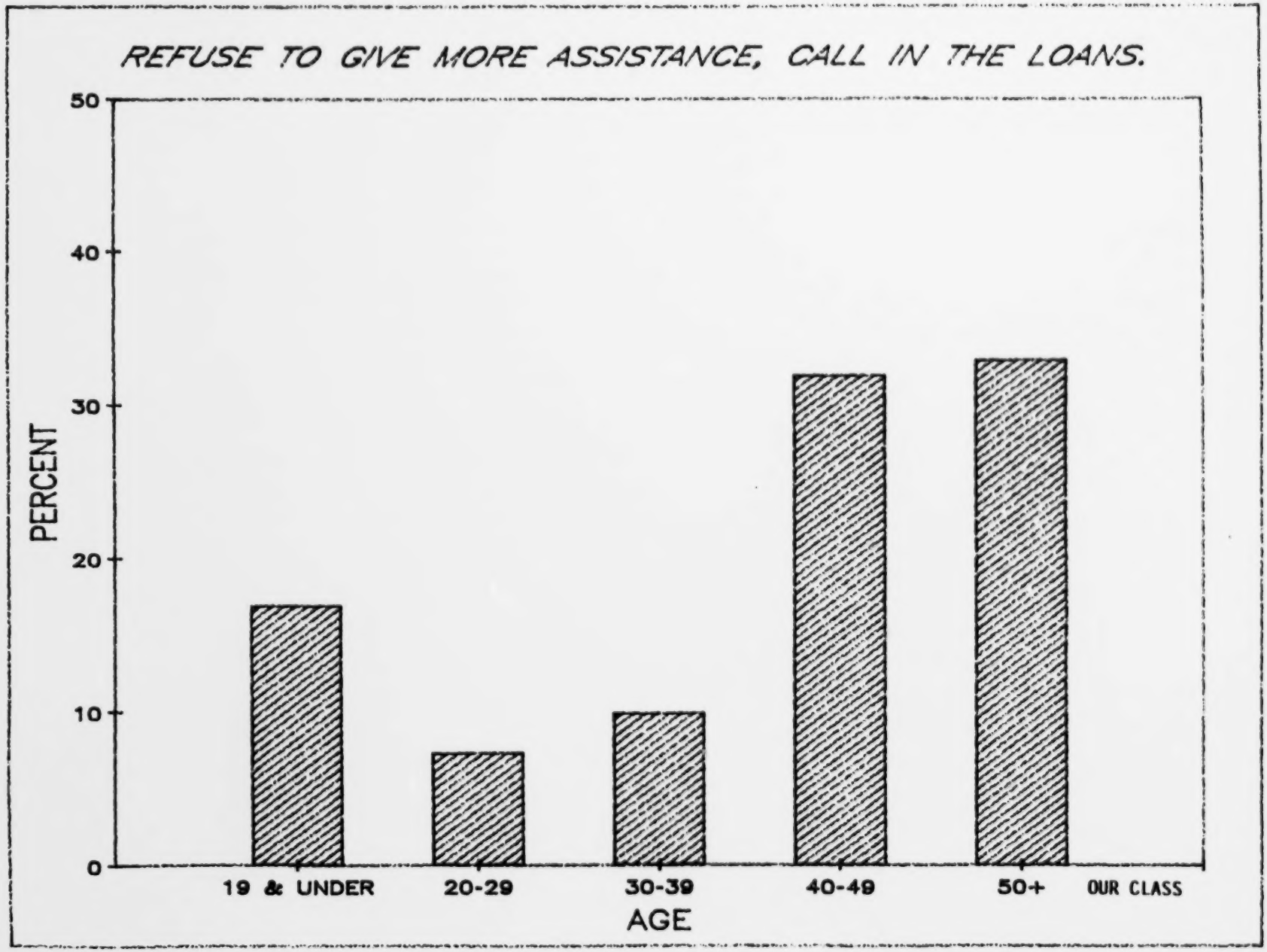
10
0
PERCENT
19 & UNDER
20-29
30-39
40-49
50+
OUR CLASS
AGE

17

ENCOURAGING U.S. COMPANIES TO LOCATE FACTORIES IN THE AFFECTED NATIONS TO INCREASE INDUSTRY.



18


REFUSE TO GIVE MORE ASSISTANCE, CALL IN THE LOANS.
50
40
30
20
10
0
PERCENT
19 & UNDER
20-29
30-39
40-49
50+
OUR CLASS
AGE

19

Lesson 4: ECONOMICS AND DEMOCRACY

Handout #3 - Questions to compare graphics

1. On the sample graph, what percentage of people felt that it was the responsibility of the United States to continue to financially aid our Latin American neighbors in decreasing their nation's debt?

2. On your class graph, how many said "yes"?

3. What conclusion can you draw from these answers?

4. How do the results in the 19 and under category on the sample graph differ from the results on your class graph?

5. How do the results of the sample graphs change with people over 40? Do you see this change in your graphs?

6. Do you think the debt problem in Latin America will influence the stability of governments? Explain.

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Five: Human Rights .Citizenship .Geography .World History .International Studies .United States History Grade Level 9-12	.Information Processing	Students will be able to: . List the basic rights of all mankind. . Read and understand primary sources. . Compare and contrast opinions about human rights. . Write an editorial on the violation of human rights in Latin America.	10 8 Unit 16	. Handout #1: "Universal Declaration of the Rights of Man" and check sheet. . Handouts #2 and 3: Questions and answers of former Latin American citizens. . Resource materials to use for editorials.	. Have students "brainstorm" a list of basic rights that all people should have. . Distribute a copy of the "Universal Declaration of the Rights of Man" and check list, handout #1. Have students compare their class list to the rights guaranteed in the document. Have them check off any of the items they listed on the check list. . Distribute handouts #2 and 3. These are from interviews with people who have lived in Latin America. Have students read both sheets. Ask questions like: 1) How are violations in these countries similar? different? 2) Would you leave your native country if your rights were violated? 3) What do you think we can do to solve this problem? Should we try to solve it at all? . Have each student write an editorial or draw a cartoon concerning human rights Latin America. Make sure that they support their ideas with facts. Encourage them to use resource materials for research. Offer to submit the best editorial to the school or local newspaper.	. Class participation . Collect and evaluate editorials

Lesson Five: HUMAN RIGHTS
Handout #1

APPENDIX

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security an is entitled to realization, through national effort and international c operation and in accordance with the organization and resources o each State, of the economic, social and cultural rights indispensabl for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, t just and favourable conditions of work and to protection against unem ployment.

2. Everyone, without any discrimination, has the right to equal pa for equal work.

3. Everyone who works has the right to just and favourable rem neration ensuring for himself and his family an existence worthy human dignity, and supplemented, if necessary, by other means social protection.

4. Everyone has the right to form and to join trade unions for th protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonabl limitations of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for th health and well-being of himself and of his family, including foo clothing, housing and medical care and necessary social services, an the right to security in the event of unemployment, sickness, disabilit widowhood, old age or other lack of livelihood in circumstances beyon his control.

2. Motherhood and childhood are entitled to special care and assis ance. All children, whether born in or out of wedlock, shall enjoy t same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, least in the elementary and fundamental stages. Elementary educati shall be compulsory. Technical and professional education shall made generally available and higher education shall be equally acce sible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

UNIVERSAL DECLARATION OF HUMAN RIGHTS
Check Sheet

Use your list of basic rights to compare to this United Nations document. Check off the ones you included in your list.

_____Article 1. All people are free and equal in dignity and rights.

_____Article 2. No distinction shall be made on the basis of race, color, sex, language, religion, political or other opinion, national or other status.

_____Article 3. Right to life liberty and the security of person.

_____Article 4. No slavery.

_____Article 5. No torture or cruel, inhuman or degrading treatment or punishment.

_____Article 9. No arbitrary arrest, detention or exile.

_____Article 10. Right to a fair and public trial

_____Article 11. Innocent until proved guilty; can not be charged ex post facto.

_____Article 12. No arbitrary interference with his/her privacy, family, home or correspondence, nor attacks upon his/her honor and reputation.

_____Article 13. Freedom of movement and residence within the borders of each nation; the right to leave any country and return.

_____Article 14. Right to seek asylum from prosecution.

_____Article 15. Right to nationality.

_____Article 16. Right to marry and found a family.

_____Article 17. Right to own property and not be arbitrarily deprived of same.

_____Article 18. Freedom of thought, conscience and religion.

_____Article 19. Right to freedom of opinion and expression; this includes freedom to express opinions without interference and through any media.

_____Article 20. Right to peaceful assembly; no one may be compelled to belong to an association.

_____Article 21. Right to vote, participate, and influence government.

_____Article 22. Right to economic, social and cultural security.

_____Article 23. Right to work, free choice of employment, favorable working conditions and the right to join trade unions.

_____Article 24. Right to rest and leisure, including reasonable limitations of working hours and holidays with pay.

_____Article 25. Right to an adequate standard of living, including food, clothing, housing and medical care.

_____Article 26. Right to education.

_____Article 27. Right to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Lesson Five

Handout #2

1. What country are you from? Cuba

2. Why did you leave your country? Political reasons

3. What kind of government does your former country have today? Communist

4. How would you define human rights? The right of each individual to express without interference; to live in freedom and to pursue goals.

5. Are people's human rights violated in your former country? Please give specific examples?

   Yes. 1) People are persecuted for speaking out against government.
   2) People cannot have meetings in a large group.
   3) People do not have private ownership of any kind, houses, stores, etc. . . Not private enterprises.
   4) Religious gatherings are limited.
   5) Children are indoctrinated with communist ideas since the nursery schools.

   There is an endless list.

6. Do you think that the United States should interfere in your former country's policies on human rights? Explain. They should have done it after "Bay of Pigs." Now is too late.

7. Do you think the United Nations, Amnesty International, or some other international group should interfere in behalf of people's human rights? Explain. Yes, as long as they could.

8. What can we do as the American people to solve the problem of the violation of human rights in Latin America? I don't know.

Lesson Five

Handout #3

1. What country are you from? Born in U.S. A. Raised in Chile. My father worked as a top official in the copper mines.

2. Why did you leave your country? Political reasons. My father found out that his name was on Allende's hit list. We had to secretly leave the country.

3. What kind of government does your former country have today? Military Junta

4. How would you define human rights? Rights the individual and the society agree upon.

5. Are people's human rights violated in your former country? Please give specific examples?

   According to this definition, no! The Constitution does not give people the same rights. For instance, the Constitution gives the government the right to search. You are put in jail and then you must prove your innocence.

   Torture is an accepted means of extracting information. The American morality is just different from Latin America.

6. Do you think that the United States should interfere in your former country's policies on human rights? Explain. No!

7. Do you think the Untied Nations, Amnesty International, or some other international group should interfere in behalf of people's human rights? Explain.

   We should not export our philosophy or doctrine to other countries and societies.

8. What can we do as the American people to solve the problem of the violation of human rights in Latin America?

   Learn the cultures and languages. Educate about the problems in Latin America so that, if there is a positive solution, we can take advantage of it.

LATIN AMERICA

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Six: Democracy on the Rise in Latin America .Geography .World History .International Studies Grade Level 9-12	.Information Processing .Map Skills	Students will be able to: . Read a map key to discover the kinds of governments in Latin America today. . Make a timeline. . Use reference materials. . Draw conclusions concerning the chances the countries have of retaining their present form of government.	Unit 15 5 11 10 15	. Handout #1: Map and questions . Old Almanacs	. Distribute handout #1. Have students complete the activities and questions concerning the maps. . Discuss. This activity may be used to lead into Lesson Seven.	. Collect and evaluate the answers to the questions on handout #1.

Lesson Six - Democracy on the Rise in Latin America

Handout #1 - Map and Activities

Great Decisions '86
page 25

1. List Latin American countries that are new democracies. Indicate the year.
2. List countries that are established democracies.
3. Which countries are established dictatorships?
4. Which countries have elected governments that are often regarded as dictatorships?
5. What kind of government do MOST Latin American countries have?
6. Make a timeline showing the establishment of democracies in Latin America.
7. What kind of government did these countries have before they became a democracy? (Use old almanacs as a reference source)
8. Discuss the responsibilities that the U.S. has to these countries. What are the chances that these countries will remain democratic? Explain?

LESSON CONTENT/ CONCEPT	SKILL STRAND/S	OBJECTIVES	GEMS OBJECTIVES GEOGRAPHY S.S. 186	MATERIALS	STRATEGIES	TEACHER EVALUATION
Lesson Seven: What Future for Democracy in Latin America? .Government .World History .International Studies .U.S. History Grade Level 9-12	.Information Processing	Students will be able to: . Draw conclusions concerning U.S. intervention in Latin America affairs.	15 Unit 16	. Handout #1: Scenarios	. Discuss the fact that many Latin American countries are new democracies. (Use map from Lesson Six.) In the past the United States has often intervened in Latin American affairs. Discuss examples from the past (Cuba, Panama, Honduras) and examples from the present (Grenada, Nicaragua.) Should we intervene to protect these new democracies? . Distribute handout #1, a list of questions and scenarios concerning intervention in Latin America. Have students answer all of the questions for each scenario. (You may choose to do this in groups.) . Discuss the answers.	. Class participation in discussion. . Collect and evaluate the answers to the questions concerning the scenarios.

Lesson Seven - WHAT FUTURE FOR DEMOCRACY IN LATIN AMERICA?

Handout #1

Answer all three questions for each of the scenarios.

Questions:

1. Should the U.S. intervene?

2. If so, how? Military intervention? Economic sanctions? Collaboration with other nations? Other?

3. What effect would intervention have on the U.S.? The Latin American nation? The people of the nation?

Scenarios:

1. The President of a democratic country is ousted by a military junta.

2. A Latin American country nationalizes all American industries.

3. A Latin American country is invaded by a European nation.

4. A Latin American country is invaded by another Latin American nation.

5. A Latin American country goes completely bankrupt and cannot pay any of its foreign debt.

6. A civil war between a democratic government and the drug cartel.

APPENDIX

Pre-test

Latin America

This pre-assessment instrument has been designed to determine what basic information your students already know about Latin America. The test is divided into two parts:

Part I: Geography, history, current events. These are factual questions with correct answers.

Part II: Students' opinions, biases, and attitudes about Latin America. There are no right or wrong answers.

Key: Part I

1. a
2. b
3. d
4. d
5. b
6. b
7. c
8. b
9. a
10. b
11. d
12. d
13. a
14. b
15. d
16. a
17. c
18. d
19. b
20. c

Pre-Test
Latin America

1. The term Latin America refers to

   a) all countries south of the United States.
   b) the countries north of Mexico.
   c) Mexico and the islands of the Caribbean.
   d) the land between Mexico and Panama.

2. The major mountain range found in South America is the

   a) Alps.
   b) Andes.
   c) Himalayas.
   d) Pyrennes.

3. The largest river in South America is the

   a) Rhine.
   b) Nile.
   c) Rio-Grande.
   d) Amazon.

4. The vast area of grasslands in Argentina is called

   a) estuaries.
   b) haciendas.
   c) llanos.
   d) pampas.

5. The climate at the southern tip of South America is

   a) cold because of the extremely tall mountains.
   b) cold because it is close to the South Pole.
   c) hot because of the deserts.
   d) hot because it is near the equator.

6. In Mexico, what is the function of Pemex?

   a) legislative body that chooses the candidates.
   b) government agency that controls the oil industry.
   c) government agency that enforces immigration policies.
   d) Institutional Revolutionary Party that is now in power.

7. Which Latin American country has a socialist government headed by Fidel Castro?

   a) Argentina
   b) Chile
   c) Cuba
   d) Mexico

8. The largest country in Latin America is

   a) Argentina.
   b) Brazil.
   c) Mexico.
   d) Peru.

9. In 1325 which Indian tribe built the elaborate city of Tenochtitlan?

   a) Aztecs
   b) Incas
   c) Mayas
   d) Toltecs

10. Which ancient Indian group was conquered by the Spanish explorer Francisco Pizzaro?

   a) Aztecs
   b) Incas
   c) Mayas
   d) Toltecs

11. Which South American country was colonized by Portugal?

   a) Venezuela
   b) Ecuador
   c) Chile
   d) Brazil

12. In which Middle American country are the contras fighting the Sandinistas?

   a) El Salvadore
   b) Cuba
   c) Guatemala
   d) Nicaragua

13. Which Caribbean nation is a commonwealth of the United States?

   a) Puerto Rico
   b) Jamaica
   c) Haiti
   d) Barbados

14. A person having ancestors of both American Indian and European origin is called a

   a) creole.
   b) mestizo.
   c) mulatto.
   d) ejidos.

15. Which South American country is a member of OPEC?

a) Bolivia
b) Peru
c) Uruguay
d) Venezuela

16. Which country fought the United Kingdom over possession of the Falkland Islands in 1982?

a) Argentina
b) Brazil
c) Ecuador
d) Peru

17. Who has been dictator of Chile since 1973?

a) Salvadore Allende
b) Fidel Castro
c) Augusto Pinochet
d) Juan Peron

18. The ruins of the Mayan Indians are found in

a) Chile.
b) the Andes.
c) Patagonia.
d) the Yucatan.

19. What is the predominate religion in Latin America?

a) Baptist
b) Catholic
c) Methodist
d) Morman

20. Which two people were most influential in liberating Latin America from the Spanish?

a) Juarez and Bolivar
b) Santa Anna and San Martin
c) Bolivar and San Martin
d) Juarez and Santa Anna

II. Circle an answer as to whether you

Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly disagree (SD).

21. I discuss current events with my family.	SA	A	U	D	SD
22. I discuss current events with my friends.	SA	A	U	D	SD
23. U.S. citizens should study about Latin America.	SA	A	U	D	SD
24. All Americans should learn to speak Spanish.	SA	A	U	D	SD
25. All Latin American immigrants should learn to speak English.	SA	A	U	D	SD
26. The U.S. should send aid to the contras.	SA	A	U	D	SD
27. The U.S. should allow any persecuted Latin American to immigrate to the U.S.	SA	A	U	D	SD
28. The U.S. should allow any Latin American to immigrate to the U.S.	SA	A	U	D	SD
29. The U.S. should intervene in Latin American affairs to preserve democracies.	SA	A	U	D	SD
30. All Latin American countries should have democratic governments.	SA	A	U	D	SD
31. The U.S. should aid Latin American countries by lending them money to pay their debts.	SA	A	U	D	SD
32. Most people in Latin America are poor.	SA	A	U	D	SD
33. Most of Latin America is jungle.	SA	A	U	D	SD
34. Latin Americans do not like the United States government.	SA	A	U	D	SD
35. The U.S. government does not trust the governments of Latin America.	SA	A	U	D	SD
36. The U.S. should force Latin American countries to observe people's basic human rights.	SA	A	U	D	SD
37. Most Latin Americans earn a living by farming.	SA	A	U	D	SD
38. Most Latin American countries have dictatorships.	SA	A	U	D	SD
39. The U.S. should use military force to oust the Communist government from Cuba.	SA	A	U	D	SD
40. Most people in Latin America are well-educated.	SA	A	U	D	SD

LESSON ASSESSMENT SHEET
Latin America

Lesson Number: 1 2 3 4 5 6 7
(Circle One)

Grade level of the majority
of students participating: Middle School___9th___10th___11th___12th___

Number of classes participating: 1 2 3 4 5 6
(Circle One)

Course that you teach:_____

Ability level of the majority of students

Below Average_____ Average_____ Above Average_____

Did you use the pre-test? Yes_____ No_____

Was the lesson too easy_____about right_____too difficult_____?

Please respond to the following by circling the appropriate response.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D),
Strongly Disagree (SD)

1. The lesson was useful in teaching students about Latin America.

SA A U D SD

Comments:

2. The lesson was well-organized and easy to teach.

SA A U D SD

Comments:

3. All the materials necessary for teaching the lesson were listed.

SA A U D SD

Comments:

4. The handouts contained useful information.

SA A U D SD

Comments:

5. My students were able to meet the objectives successfully.

SA A U D SD

Comments:

6. Will you teach the lesson again?

Yes _____ No _____ Maybe _____

Comments:

7. How would you modify the lesson to better meet the needs of your students?

Please complete this form and return it to the Social Studies office.